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ABSTRACT

This manual provides materials for a 6-day workshop for immigrant women working on the issue of woman abuse; it is intended to help them do their own programs in their own language out of their own cultural context. Objectives of the course are as follows: to increase educator skills and confidence in (1) developing learning activities and using available resources; (2) designing new community education programs on the issue of woman abuse/wife assault; and (3) facilitating group activities that draw on participants' experiences, introduce information, analyze problems and issues, and develop action plans. Section A is a broad overview of the course, its objectives, and the assumptions on which it was based. Section B details each day or stage of the course. For each stage, these components are provided: a restatement of the objectives and agenda for each session, brief description of the process, task sheets for the activities used, detailed explanations of some activities, and the material produced by the participants. Session titles are as follows: What's It All About; Surveying the Terrain; Ten Finger Typing: Activities and Tools; Designing an Activity and Workshop Model; On Stage: The Practice of Facilitation; and Covered Ground and Next Steps. The final section summarizes the methods of evaluation built into the course. (YLB)

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Educating for a Change
A Skillshop for Immigrant Community Educators
Working on the Issue of Woman Abuse/Wife Assault

Workshop Manual

PRINTED JULY 1990

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credits

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Community Planning Committee — Diana Abraham, Bev Burke, Elba de Leon, Joan Grant-Cumming, Rita Kholi, Leslie Lee Kam, Nuzhath Leedham, Veronica Moreno, Daintry Norman, Sophie Nsiah-Yeboah, Marsha Sfeir.

Workshop Manual preparation — Beverley Burke

Photos — Marsha Sfeir

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- The Ontario Ministry of Skills Development for course development, facilitation, instructional materials.
- The Ontario Ministry of Citizenship and the Ontario Women's Directorate for participant costs & follow-up.

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Introduction

The Skillshop for immigrant women working on the issue of woman abuse described in this document comes out of two parallel processes. Educators at the Doris Marshall Institute (DMI) had repeatedly heard the need expressed by many people from a variety of sectors for training which would allow them to reflect on their education work and make it more effective. In response the Institute prepared an overall program which contained three pilot workshops, each targeting a different constituency, one of them women. Education Wife Assault (EWA), the co-sponsor of this Course, was, at the same time, receiving many requests from immigrant women's groups for help in the design and facilitation of community outreach programs on the issue of woman abuse. In response to these needs, EWA, DMI and women from the immigrant community[1] joined forces to plan a Skillshop for Immigrant Community Educators working on the issue of Woman Abuse. The intent of the skills sharing was to help women do their own programs in their own language, out of their own cultural context. This manual is a record of that session, the third in the pilot series organized by the DMI.

The Ontario Ministry of Skills Development funded the DMI for course development, facilitation and materials. Education Wife Assault (EWA) sought and secured funding from the Wife Assault Initiative of the Ministry of Citizenship and from the Ontario Women's Directorate (Family Violence Unit) to support participant costs of residential accomodation and travel, child care and staff replacement costs where necessary.

***Educating for a Change*: A Skillshop for Immigrant Community Educators working on the issue of Woman Abuse**

What the course was about

The Skillshop for immigrant women emphasized the development of design and facilitation skills for participants. The approach used drew heavily on 'popular education' theory and practice and involved hands-on activities relevant to specific community contexts. The **overall goal** for this workshop was to increase the number of public educators in the immigrant women's community on the issue of woman abuse (wife assault) by building skills and confidence in:

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[1]See list of Program Consultation and Planning Committee members on page 4.

- ☐ developing learning activities and using available resources
- ☐ designing new community education programs on the issue of woman abuse (wife assault
- ☐ facilitating group activities which:
  - draw on participants' experiences
  - introduce information
  - analyze problems and issues
  - develop action plans

Who it was for

The planning committee developed the following criteria for participants. They were to be **women** who were:

- ☐ working in the area of woman abuse (wife assault) with immigrant communities;
- ☐ active in doing education work on issues of woman abuse;
- ☐ available to do training and follow-up education work in their own communities/organizations.

It should be noted that a limit was placed on the number of participants- 20. A selection process by the planning committee ensured that participants met the criteria established and that there was representation from different racial/ethnic backgrounds and from across the province. In fact, twelve different cultures and eight geographic communities were represented by participants in the Course. The planning committee chose to keep several places open for specific communities. When they were unable to fill those spaces, it was too late for women on the 'waiting list' to make the arrangements necessary to attend. (A list of participants and their organizations is appended to this section.)

The facilitators

The planning committee made an early decision that the facilitation team should reflect the ethnic/racial diversity of the participants. As a result we chose to have four facilitators for the Course:

- ☐ two from EWA with background on the issue of woman abuse.- Rita Kholi from North York Women's Shelter and EWA Board member, and Marsha Sfeir, staff person in charge of the training program at EWA;
- ☐ two from DMI with background in facilitation and design - Bev Burke, who had been part of the faciliation team for the first Skillshop with immigrant service workers, and Fran Endicott, one of the facilitators for the trade union course.

When and where was it held

This was a residential, five day session running from the evening of Sunday October 1 until noon on Friday October 6. It was held at the Bolton Conference Centre, north of Toronto.

How it was planned

As indicated earlier, this workshop was directed by a Planning Committee composed of community consultants, representing a range of organizations. The members of the committee were identified by EWA in consultation with the DMI. Of those women listed, nine attended the majority of the meetings and the remainder responded to written materials. The Committee was involved in making all of the decisions related to the Skillshop. While the facilitation team had major responsibility for developing the Course design, their work was checked back with the Committee on two occassions prior to the workshop. Both the Planning Committee and the Facilitation team also drew on prior information from participants secured via the application form and through an advance needs assessment.[1]

Course Materials

The materials included:

- ☐ a binder of Course Readings relating to education, racism and woman abuse, distributed to all participants;
- ☐ handouts relevant to specific activities, distributed to all participants and included in this Manual;
- ☐ reference materials on display during the Course and listed on the bibliographies distributed to all participants;
- ☐ knowledge produced by participants, distributed to participants during the course:- the day after it was produced or in the workshop report mailed following the completion of the Course. This material is also included in this Manual;
- ☐ videotape of participant practise facilitation sent to all participants.
- ☐ this Workshop Manual.

[1] A copy of the needs assessment is included on pages 7-8

Program Consultation and Planning Committee
Re: Immigrant Women's Training Workshop

Diana Abraham	Ministry of Citizenship
Bev Burke	Doris Marshall Institute for Education & Action
Elba De Leon	Barbara Schlifer Clinic - Cultural Interpreters Program
Joan Grant-Cumming	Immigrant Women's Health Centre
Rita Kholi	North York Women's Shelter
Leslie Lee Kam	Education Wife Assault
Nuzhath Leedham	Shirley Samaroo House
Veronica Moreno	Ministry of Citizenship
Daintry Norman	Ontario Women's Directorate
Sophie Nsiah-Yeboah	Canadian African Newcomer Aid Centre of Toronto
Marsha Sfeir	Education Wife Assault

Skillshop for Immigrant Women October 1-6, 1989

List of Participants

	Participant	Community Served
1.	Laila Bondugie, Arab Community Centre, Etobicoke.	Arab speaking
2.	Tuyen Vo Allard, Shirley Samaroo House, Weston.	Vietnamese
3.	Maria Rosa Pinedo, Centre for Spanish Speaking People, Toronto.	Latin American
4.	Beatrice Bejarano, Salvadorean Settlement Services of Ontario, Driftwood Community Centre, North York.	Central American
5.	Nuzhath Leedham, Shirley Samaroo House, Weston.	South Asian and East African
6.	Moni Seddigh, Immigrant and Visible Minority Women Against Abuse, Ottawa.	All communities
7.	Veronica Moreno, Ministry of Citizenship, Toronto	All communities
8.	Fatima DeMorais Davenport Perth Neighborhood Centre, Toronto.	All communities

9.	Ana Maria Santinoli, Latin American Women's Collective, Toronto.	Latin American
10.	Sophie Nsiah-Yeboah, Canadian African Newcomer Aid, Toronto	African
11.	Maria Albizurez, Thunder Bay.	All communities
12.	Magdalene Mloszewska, Kingston and Immigrant Services, Kingston.	Mixed groups: Chinese, Vietnamese, Cambodian, Latin American, Eastern European, Iranian, Middle Eastern, African
13.	Fatima Malik, Multicultural Centre, Guelph.	East Indian, Sikh, Pakistani, Iranian, Afganistani, Spanish
14.	Jaqueline Mitchell, Immigrant and Visible Minority Women's Organization South West Ontario Chapter, Kitchener.	All Communities
15.	Nancy Hanson, Quinte United Immigrant Service, Belleville.	All Communities

EDUCATION WIFEASSAULT

427 Bloor Street West
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(416) 968-3422

EDUCATING FOR A CHANGE
Skillshop for Immigrant Community Educators
working on the area of woman abuse
October 1-6, 1989

To help us with the planning for the workshop, please complete the questions below. We would very much appreciate your input as soon as possible (preferably yesterday!) by mail or telephone to:

Marsha Sfeir
Education Wife Assault
427 Bloor Street West
Toronto M5S 1X7
tel/(416) 968 3422

A. PROGRAM INPUT

1. I want to learn these things from this course.....

2. I hope these things will happen in the course.....

3. I hope these things won't happen.....

4. I want to apply the training in these ways with these groups of people.....

B. LOGISTICS

The bedrooms at Bolton are adequate but not luxurious. There will be two participants per room (single beds). If there are reasons why you cannot share a room with another woman, please let us know.

2

ACCOMMODATION

I want to room with.....

I am a smoker and want to smoke in my room.....

I do not want to room with a smoker.....

DIETARY NEEDS

I require the following special diet.....

TRANSPORTATION

I have a car and will drive to Bolton.....

I am willing to give others a ride from.....

I need a ride from.....

CHILDCARE

I need _____ hours of offsite childcare at$ _____ per hour

RELIEF STAFF

In order for me to attend my shelter will have to hire a relief worker for_____hours at$_____per hour

OTHER REQUESTS/QUESTIONS

A. Overall Course Outline, Objectives, Assumptions

In this section you will find a broad overview of the course, its objectives and the assumptions on which it was based. This information was mailed to all participants in advance of the workshop. We will be returning to the process and activities used for each day in some detail in section B.

A.1 The Program

Sunday October 1 **What's it all about?**

Objectives

* create a safe environment and confidentiality
* get to know each other
* clarify expectations
* review program goals, agenda and materials
* identify and practise useful icebreaking exercises, relevant to specific cultural contexts

Agenda

3-5:00 p.m.	Arrival, registration
6:00	Dinner
7:00-9:00.	Session one -Getting to know each other -Program overview

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Monday October 2 Surveying the Terrain

Objectives:

* identify the elements of an effective workshop on the issue of woman abuse
* develop a checklist of effective design and facilitation
* explore linkages between design and facilitation/content and process
* summarize principles of education for non-sexist, non-violent, non-racist, culturally sensitive education
* identify the problems which emerge for the facilitator in education programs about woman abuse
* identify the roles of facilitation and design in addressing these problems
* introduce theatre as a tool for community education about woman abuse

Agenda

9a.m. - 12 p.m.	Session two - our experience as participants in workshops - principles of effective facilitation and design
12-1 p.m.	Lunch
1-4:30 .	Session three - Sharing experiences /our worst nightmares in leading workshops or doing presentations
4:30-6:00	Free time
6:00	Dinner
7-9	Session four -Theatre presentation and discussion with the Company of Sirens

Tuesday October 3 Ten finger typing: Activities and Tools

Objectives:
* explore how we are affected by and contribute to power inequalities which perpetuate woman abuse
* explore ways to counter and change power inequalities in our own work on woman abuse
* explore a range of activities and tools on the issue of woman abuse which encourage active participation
* identify key stages in a workshop design
* model activities approporiate to different workshop stages

Agenda

9-12	Session five - modelling a workshop on the theme of woman abuse using participatory activities
12-1:00	Lunch
1-4:30	Session six - continuation of the morning
4:30-6:00	Free time
6:00	Dinner
7-9:30	Session seven - a theatre workshop with Second Look theatre company

Wednesday October 4. Designing an Activity & Workshop Model

Objectives:

* practise writing realizable goals for a three hour workshop
* identify key elements in designing education programs for social change
* practise designing activities and tools for specific workshop purposes
* practise introducing activities and tools
* practise designing a workshop
* develop some guidelines and rules for providing constructive, critical feedback to colleagues
* practice giving critical feedback to colleagues

Agenda

9-12	Session eight - participant workshop design: setting objectives
12:00	Lunch
1-2:30	Session nine - designing and introducing an activity
2:30 -	Participants work in pairs at their own speed to complete their workshop design
6:00	Dinner
7:00	Brief check-in Remainder of evening informal - for preparation time (if necessary) for videotaping session on Thursday or time to view resources.

Thursday October 5 On Stage: The Practice of Facilitation

Objectives:

* practise facilitating a segment of a participant-designed workshop
* provide participants with a videotape of their facilitation
* practise giving critical feedback to colleagues
* add to checklists for effective design and facilitation

Agenda

9-12	Session ten - videotaping of ten minute segments of workshop design by participants
12:00	Lunch
1-4:30	Session eleven - viewing of videotape and feedback to groups
4:30	Free time
6:00	Dinner
Evening	Social

Friday October 6 Covered Ground and Next Steps

Objectives:

* make the course planning process visible to participants
* identify some concrete next steps in our work back home
* identify resources and training needs helpful in carrying out our education work which the Education Wife Assault program might provide
* evaluate the course

Agenda

9-12	Session twelve - Future needs and evaluation
12:00	Lunch
1:00	Departure

A.2 Our Assumptions

The following assumptions served as guidelines for the planning committee and the faciliation team:

Assumptions about the issue

WOMAN ABUSE/WIFE ASSAULT AGAINST WOMEN IS NEVER JUSTIFIED OR ACCEPTABLE...IT IS A CRIME

- ☐ It takes a variety of forms, among them:
  - physical abuse
  - sexual assault
  - psychological abuse
- ☐ It is never the responsibility of the woman being abused.
- ☐ It is a power issue
- ☐ It occurs in all classes, races and ethnic groups.

The issue is complex. We need to understand the social, personal, economic, political, cultural, and religious dimensions.

Specific problems faced by immigrant women such as

- -racism
- -immigrant policy/laws
- -language
- -service access/lack of availability
- -isolation
- -in many cases low economic status

add to the complexity of the issue.

Racism, class oppression, homophobia, and power inequality exists among the workers, and between the workers and abused women.

Assumptions about the process

- ☐ Everyone will help contribute to a safe/non-judgemental environment.
- ☐ Much of the content will be coming from participants.
- ☐ Participants bring analysis, experience to the Course.
- ☐ Everyone knows something about the issue.
- ☐ Everyone will have a shared intolerance for any form of abuse towards women, including racism.
- ☐ We expect participants to take responsibility for their own learning and interaction with other participants.
- ☐ Everyone will participate fully in all sessions.
- ☐ Everyone has some experience in community education.
- ☐ There will always be at least two women working in a similar context.
- ☐ Everyone will plan a 3 hour workshop and facilitate a piece of it on video.
- ☐ There will be a tolerance of differences in approaches and strategies.
- ☐ People will bring a sense of humour.

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B. Course Detail

In this section, each day or stage of the five day course will be detailed. For each stage you will find:

- ☐ a restatement of the objectives, agenda for each session;
- ☐ a brief description of the process;
- ☐ task sheets for the activities used;
- ☐ detailed 'how to' descriptions of some activities[1];
- ☐ the material produced by the participants.

1. Evening one: What's it all about?

Objectives

- create a safe environment and confidentiality
- get to know each other
- clarify expectations
- review program goals, agenda and materials
- identify and practise useful icebreaking exercises, relevant to specific cultural contexts.

Agenda

- ☐ arrival, registration
- ☐ welcome and introduction
- ☐ expectations of the workshop
- ☐ clarify assumptions
- ☐ review of the program
- ☐ choose process observers
- ☐ fly on the ceiling
- ☐ social or sleep

The Process

The evening began with an official welcome by EWA. To get to know each other we used an icebreaker called "Lifeboats".[2] Participants were then given ten minutes in pairs to share their hopes and fears for the week. In plenary, each pair was asked to report one hope and one fear, with points noted on the flip chart.[3] The facilitator then reviewed the process assumptions (posted on flip chart) which had been developed by the planning committee and mailed in advance to participants.[4] People were invited to add, delete, comment. After some discussion, the assumptions

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[1]For many activities no detailed description is available. This material will be prepared for a follow-up Handbook on Facilitation and Design which the DMI hopes to produce in 1990.

[2]Description on page 19.

[3]See 'hopes and fears' on page 22.

[4]Assumptions were outlined in Section A, pp14-15.

were adopted as groundrules for the workshop and kept posted throughout the week. In reviewing the program, the facilitator made reference to participant expectations, clearly indicating where an expectation fell outside the scope of the course.

To involve participants more fully in running the workshop, and to assist in developing awareness of group process, the concept of 'process observers' was introduced and the first observers chosen.[1] A second tool called 'fly on the ceiling' was explained.[2] It was then used to reflect both on the various elements of the evening's design and on what participants thought/felt about the first session. The questions were discussed with a neighbour and major points then shared with the whole group.[3]

[1]See handout sheet on page 25 for questions addressed by observers.

[2]Refer to handout sheet on page 23 for questions posed.

[3]See notes on page 24- 'Fly on the Ceiling - Sunday Night'. We focused the plenary discussion on question #2 only - 'What happened for you'.

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Lifeboats* — A technique for getting to know each other and build group spirit

One old task we often face beginning a workshop is having participants introduce themselves. Going around the room or introducing a neighbour are the usual ways this task has been accomplished. However, when there are quite a number of participants involved in a workshop, people start to tune out or get restless as you reach the twentieth name or so. An alternative which will get large groups of people up on their feet, actively learning about others is a technique called *Lifeboats*.

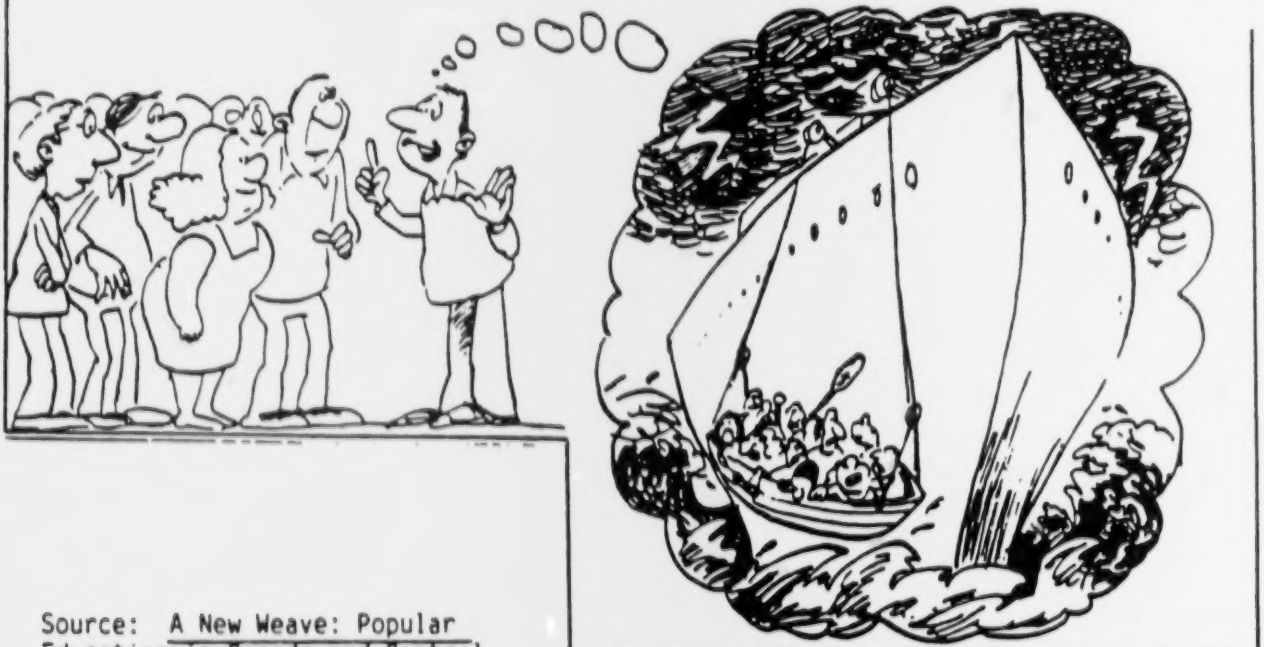
Time: ½-2 hours

Objectives:
- participants get to know each other and have a sense of group
- begin to buld group spirit
- have fun and relax

Why: Get people up on their feet and beginning to mix

Who: People from different parts of an organization or province/from different organizations or provinces

How many: 25-50 people (although we have also used a shortened version in workshops of 10-15 people)



Source: A New Weave: Popular Education in Canada and Central America . Rick Arnold, Deborah Barndt, Bev Burke, CUSO & OISE, 1985

*We have used this technique in two large workshops: one with 50 members of the development education community from across Canada and another with 40 food industry workers, farmers and fishermen in PEI.

23

Procedure

Share with the group the object of the exercise. Then explain that we are on a ship which has started to sink and we will have to evacuate into lifeboats. However, everyone will have to listen carefully to make sure that they are in the right lifeboat and once there, stay close together (maybe join hands) so as to avoid falling.

The facilitator can then call out distinguishing features for the lifeboats based on particularities of the group that it might be interesting to highlight. **For example:**

Boats might be formed by province that you live in and then by place of birth, with a separate boat for those born outside Canada. While participants are in the lifeboats, the facilitator can identify each province or country, the numbers in each boat as well as have people identify who they are and what they do (very briefly) while still in a *boat*. People can also be asked to move into boats by organization or union affiliation. Once in those boats, people can be asked to give their name, organization/union and what they do there.

Often it may be important to highlight the ratio of male to female participants who have come in representation of others. This can be accomplished by having people go into one lifeboat for women and another for men. To avoid the process dragging, the facilitator should try and ensure that things keep moving with the right balance of lifeboats and tasks to do in each boat. Besides names, different information could be shared after each change in the group's makeup.

An element of excitement can be added by making an announcement that numbers of people in each lifeboat have become important. Too many we sink and too few we capsize. Then participants can be asked to move quickly into boats of 6 or 8 and so on. Choosing multiples that divide into the total number of participants ensures that no one needs to be left out — or the leftovers can get into your boat!

Considerations

There are innumerable options for the naming of your lifeboats depending on where the participants are coming from. Careful selection of these options can underscore strengths and deficiencies in the makeup of the group — should this be important.

More time can be spent in the smaller lifeboats trying to learn names by having a ball tossed around in each group with participants calling out the name of the person to whom they are about to throw the ball. (You can't throw it to the same person twice in a row.) A *ball* can be made from a crushed up piece of old newsprint.

Questions which relate to a province, organization, historical event of relevance to the workshop can be prepared ahead of time and drawn from a hat at different points in the exercise by an individual, who gets help from the group in his/her boat in coming up with the answer.

Recommendation

The more time you have for the initial phase of introductions and group building the more variations in the lifeboat technique you can use. However, the facilitator should be conscious of keeping the whole process moving and not bogging down in discussion at any point.

Hopes and Fears

Hopes

- resources
- information sharing re. particular communities/development
- share skills and analysis - gender/class analysis
- learn new skills
- skills in organizing effective workshops and good public speaking skills
- networking skills and increased networking
- on-going networking and support system
- support for working effectively in a male dominated society
- gain from the diverse/rich experience
- increase workers in your community/counter language barrier
- to work effectively with all members in the family
- empowerment of women
- trust
- non-judgemental
- group process/collectivity
- break the resistance in the community - how to
- knowledge - that has application

Fears

- that cultural difference doesn't serve as a barrier
- that no analysis happens or skills development
- that I will feel isolated
- frustration - at not being able to reach communities/task too big /break cultural barriers
- imbalance between activity and concrete results/tools
- that once workshop over, a vacuum in networking
- that language competency (English) may be a barrier to taking the most out of the workshop

Fly on the Ceiling

1. What did we do (reconstruction)? Why?

2. What happened for you - summarize what you learned/felt

3. What could you use? How could you change it to meet your own situation? What alternatives can you think of ?

Fly on the Ceiling
Sunday night

- felt accepted - "not alone being different
- 'floats' worked well - educational, simple
- confusion around hopes and fears
- opportunity to participate but no pressure
- last part didn't have space to insert comments on agenda was gone over Perhaps stop and ask if someone wants to speak.
- need clarity about logistics
- commonly shared sentiments - are breaking cultural barriers
- shared objective to work on issue in our communities
- can we do all this in one week - perhaps need more - feel panic
- see a lot of assimilation but without losing identity - can use these experiences to build self esteem
- reality is different in small communities - must work with many groups

Process Observers

Your role is outlined below.

1. To be available to participants for input into the course as we go along

2. To reflect on how the day went, keeping in mind.

.Participation:

.Pacing (Did things move too fast? too slow?):

.Balance of new and familiar content

.Language (Could everyone understand? Terminology clear?

.Logistics

At the end of the day, prepare your report with the other Observer based on feedback from other participants and your own observations during the day. The report should be no more than 10 minutes in length and will be at the beginning of the morning.session. You might want to make your observations on this sheet.

First we identified the elements of an effective workshop from our own experience ...

... and then we used that work to develop checklists for effective design & facilitation.

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2. Day one: Surveying the Terrain

Objectives

* identify the elements of an effective workshop on the issue of woman abuse
* develop a checklist of effective design and facilitation
* explore linkages between design and facilitation/content and process
* summarize principles of education for non-sexist, non-violent, non-racist, culturally sensitive education
* identify the problems which emerge for the facilitator in education programs about woman abuse
* identify the roles of facilitation and design in addressing these problems
* introduce theatre as a tool for community education about woman abuse

Agenda

- ☐hangovers, agenda review
- ☐effective wkshops - elements
- ☐effective design and facilitation - principles
- ☐facilitation nightmares
- ☐lunch
- ☐presenting and analysing the nightmares
- ☐'fly on the ceiling' - intro. to Secret Admirer.
- ☐dinner
- ☐Company of Sirens theatre presentation

The Process

After allowing for any 'hangovers' from the previous session, we went over the day's agenda in some detail. To get us started, we began with an energizer which involved unscrambling a quotation related to the theme.. Each word of the quote was written on cards and the task was to reassemble the sentence as quickly as possible. The group was divided in two and each team given one quote.

The starting point for the day's work was participant experience with 'good' and 'bad' workshops. In pairs, people listed on cards elements which helped make the workshop a positive or negative event-(positives in red and negatives in blue). These cards were then stuck onto two large pieces of white paper under the appropriate heading 'Helps' or 'Hinders'. The group discussed how some of the 'hinders' could be turned into 'helps'. We also looked at patterns arising from the material. For example, the power relations between facilitator/participants was one of the patterns identified.

Participants were then divided into two groups. One group was asked to take the points and, adding others from their past experience, to develop a checklist for effective facilitation. The second group was asked to do the same for effective design. In plenary, the facilitator reviewed the two lists, helping the group identify meeting points between the two lists, marking them in red. Some important discussion took place related to the issue of 'neutrality' for the educator. As educators for social change, we have a position on important issues such as the abuse of women and racism. What are the implications for our education work? Participants were refered to follow-up materials in their binders on adult and popular education/how people learn. A summary of the principles of adult education was distributed.[1]

Before lunch, we broke into four groups where participants were asked to share their worst experiences or fears about leading a workshop and to dramatize the main points from the discussion for presentation to the other groups.[2] After lunch the nightmares were presented and decoded with a focus on the following areas:
- how it felt preparing and producing the skit
- the problems presented
- a discussion of which problems could be dealt with through facilitation and which through design.[3] This material added new elements to the checklists for effective design and facilitation. At the end of the afternoon we had a 'fly on the ceiling' reflection.[4] We also introduced 'the Secret Admirer'[5], with participants drawing the name of someone they were to secretly admire and support for the rest of the week.

After supper, we were treated to a presentation of several pieces of theatre on the issue of woman abuse performed by the Company of Sirens. The original plan had been to discuss how theatre of this nature could be used as part of an education program in immigrant communities on the issue. Instead, the Company led us through several theatre warm-up exercises and some collective poetry writing as activities we might be able to use in our work. The poetry we produced concludes this section.

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[1]See page 31.
[2]The task sheet is included on page 32.
[3]A summary of participant work is appended on pages 33-36.
[4]Notes on page 37 - 'fly on the ceiling - Monday'
[5]For a description of the exercise, see page 38.

Effective Design is..

☐ to establish goals: short term (for the workshop) and long term (after some time)

☐ to identify the audience/ do a needs assessment
. what do we need to know about the participants: (age, gender, class, cultural background, needs, expecations, language)

☐ to identify peoples experiences, expectations - where people are at

☐ to identify physical setting, child care, budget possibilities

☐ to plan and include resources, resource people, materials for participants

☐ to think how to contribute to make it participatory (different activities, warm-up, small groups, drawing on participant experiences)*[1]

☐ to establish this method (participatory) with the facilitator

☐ to allow for time to check up if goals are agreed upon by participants, and also allow for inclusion of new agenda points*

☐ to think about publicity and outreach in advance

☐ to think about evaluation - participants and planners

☐ to decide when the information is overwhelming - include breaks

☐ to allow for group process and content process

☐ to allow for long term goals/follow-up

☐ selection of facilitators according to need of community and issue*

☐ establish a clear agenda

☐ think about potential problems and how they might be handled

---

[1]The star indicates that we related that point to one on the facilitation check-list

Effective Facilitation is...

☐ good listening skills ☐ flexibility*[1]

☐ stay on track; good moderator

☐ clarity and simplicity of language

☐ cultural sensitivity ☐ non-judgemental*

☐ sense of humour

☐ respect participants* ☐ encourages participation*

☐ allows for constructive criticism and feedback

☐ ability to deal with conflict

☐ good observation skills in terms of group dynamics

☐ to be woman positive

☐ to be able to summarize

☐ to leave the participants 'in action' - (motivation, identification of further work)

☐ co-facilitation/☐ independent observers ?

☐ knowledge and awareness of issue being facilitated

☐ facilitator should be: - anti-racist, anti-sexist, anti-classist*

☐ facilitator should respect the starting point of the participants

☐ restrains herself from giving/imposing solutions

☐ draws out solutions/approaches from participants*

---

[1]The star indicates that this is related to a point we made about Design

Principles of Adult Education

We learn best when:

We see the learning as valuable

The goals are clear

We can make mistakes

Our own experience is valued and drawn upon

We apply the learning to our own circumstances

We can connect new facts/insights with what we already know

We get direct and frequent feedback

We can share/debate/discuss what we are learning with others

We feel respected, listened to

We have input into how teaching and learning happens

DMI
1988

Monday

Task Sheet - Nightmares

1. Share your worst experiences or worst fears in leading a workshop or doing a presentation on the issue of woman abuse..

2. Develop a five minute scenario or situation to illustrate the major points made in your discussion.

3. Prepare to dramatize this scenario to the other groups. You can use props, make signs - whatever you think will help your presentation.

Note: There will be no acting awards given!!

Nightmares Exercise

Group one

Problems presented
- male resistance to learning about wife assault
- issue of divorce - a taboo topic/isolation of divorced women
- defensiveness on part of facilitator
- use of terms which labelled
- control of husband over wife
- difficulty of issue being presented
- how to deal with hostility and resistance
- fear of break up of family
- male as 'boss'

Ideas of how to tackle the problems through Facilitation
- facilitator shared problems with the whole group and asked for help/answers
- (if part of community, bring in an outsider as co-facilitator -see Design)
- should have conflict resolution skills
- watch language use to not give openings to opposition

Ideas of how to tackle the problems through Design
- clear affirmation of participants differences in Introduction
- extract feelings and knowledge of participants through appropriate activity
- gender specific groups
- raise issue in a broader context (e.g. advertizing)
- bring in outside facilitator

Group two

Problems presented (skit two)
- language barrier
- disclosing outside of family
- recently arrived immigrant unused to workshop format
- difficulty of running workshop via translator - interruption of train of thought - loss of meaning in exchange
- acknowledge and demonstrate care for participant in crisis
- double message - permission/silencing
- needs of participants different from each other
- needs of participants different from purpose of workshop

Ideas for dealing with the problems in the Facilitation
- flexibility in stopping workshop to deal with crisis
- use present experience of woman as starting point for discussion
- facilitator using translator must recognize that certain adaptations have to be made e.g. slowing down to deal with the situation

Ideas for dealing with problems in the Design
- when possible identify language needs and plan to meet those needs
- when possible have someone present who can deal with crisis intervention
- build in checking time for participant needs

Group two - second skit (ESL teachers)

Problems presented
- denial of problem
- resistance to making the issue theirs
- rudeness
- stereotyping of who is affected by woman abuse
- involuntary participation
- identification with system rather than with the issue

Ideas for dealing with the problems in the Facilitation
- check out where participants are at to determine nature of resistance
- surfacing participants needs and knowledge about the issue
- acknowledge resistance up front and then negotiate

Ideas for dealing with the problems in the Design
- do advance work on the purpose, importance etc. of the workshop/issue
- get statistical backup to broaden understanding
- pre-registration to elicit their needs
- pre-workshop package - information
- useful takeaway materials
- acknowledge their expertise

Group three

Problems presented
- participants - male resistance and disruption
- wife and husband conflict within same workshop - fall out for woman at home - unsafe and may serve as a catalyst for abuse*****
- reluctance of man to share
- courage of woman in coming to workshop doesn't bring expected results
- hidden agenda can provoke resistance but up-front agenda may also meet resistance

Ideas for tackling the problems through Facilitation
- safety of women needs to be made a priority****
- in mixed workshops, avoid soliciting personal disclosures

Ideas for tackling the problems through Design
- safety of women needs to be made a priority*****
- possible co-facilitation man/woman
- gender-specific workshops
- advertise on family issues and deal with violence in women's section
-plan a series instead of one-shot - people define what they see as the problems in the beginning
- timing - during the day, men at work - provide child care etc.
- use of an activity to distance the issue (case study, video etc.)
- attempt to educate men by being inclusive in printed materials (e.g. of Arab community materials)
- validate the presence of women who are there

Group four

Problems presented
- response to religious values which support abuse
- woman's defense of husband's behaviour
- minimizing of violence
- 'wait till the revolution' - hierarchy of oppressions
- a variety of strong political opinions in the group
- how to use diversity in a group to advantage
- blame the victim
- woman as oppressor
- 'experts' e.g. psychiatrists with no knowledge of woman abuse and who use distancing language

Ideas for tackling the problems through Facilitation

- record myths - acknowledge participant thoughts/values
- practise via role play (in advance) difficult situations you can expect
- identify allies within participants. Recording technique can help do this (watch body language for those who don't agree with myths)
- use of tool or activity to look at effect on children

Ideas for tackling the problems through Design

- surface myths via activities e.g. audio-visuals
- religious values: - use group to generate discussion and design activities to do so
  - identify the key issues and deal with them in a series
  - seek allies in positions of authority within the community e.g. sympathetic priest or equivalent

---

Fly on the Ceiling

Monday afternoon

- very rich from start to end
- had fun, full of learning, especially liked the dramatizing of nightmares and the problem solving - will never forget
- you are demonstrating to us an excellent way to facilitate
- role playing is really working
- excellent learning experience - One thing I learned: - regardless of how we design the participants are in control - it is their workshop
- 'feels really solid' - I can take stuff with me that I've learned
- began to get tired at end
- now have new ways to both facilitate and design
- liked small groups - allowed me to get to know different women
- felt for each others' nightmares
- using big paper (helps and hinders) - would use this for statement of problem and problem solving - all on same sheet
- the visuals have been very helpful
- there was a common concern for safety of women in mixed groups when their husband is present
- important to see how to change negatives into positives
- liked sense of humour
- learned new techniques/ideas for design
- exciting to see women from different backgrounds sharing common problems

-everything has gone smoothly even though backgrounds are different - credit to design and facilitation as well as to the participants

B. The Secret Admirer — Group building and participation

Objective: To build group spirit and interaction

Materials: small pieces of paper and a pen

How to proceed — Following the introductions, one of the workshop coordinators can pass around a container asking each person to draw out a blank piece of paper on which they are asked to write their name and something they like. Then the papers are folded and returned to the container. The coordinator makes a second round, asking people to draw out one name without showing it to anyone else. This will be the person that each participant will secretly admire during the workshop.

When to use it

Begin this exercise at the beginning of the workshop after the introductions and continue it through until the end. The 'Secret Admirer' works best in longer workshops of two days or more. Communication from the secret admirers tends to increase as the sessions continue and people get the hang of it. An overnight break also allows the admirer to figure out what and how to communicate during the next part of the workshop.

What to do at the end

In the concluding part of the overall workshop, the secret admirers are unmasked. Participants can be asked if they think they know who their secret admirer is. The person named confirms or denies — and if he/she denies, the real secret admirer identifies him/herself. Once all those who wish to guess have done so, the coordinator can ask the remaining secret admirers to declare themselves until everyone has found out.

Helpful Hints

- Coordinators might suggest at the beginning one or two ways in which the secret admirer could communicate with his/her "admiree" without being discovered, as a way of sparking ideas.
- A paper noticeboard could be put up somewhere, and secret messages could be written on this board which people might look at during coffee breaks etc.
- The coordinators participate, and should take an active part as admirers early on to spark ideas through example.

From: Arnold, Rick and Burke, Bev. A Popular Education Handbook. OISE, Toronto, 1983.

Company of Sirens
Workshop

'The Company' (some of them anyway) →

Poems from Company of Sirens Workshop

Tick-tock-tick-tock.
Soon the key will turn in the lock.
Tick-tock-tick-tock.
Soon he will be home.

Is his dinner well cooked?
Is beer well-cooked?
Is the house neat and tidy?
Tick-tock-tick-tock.

Are the children tucked in bed?
Am I pretty enough for him?
Will he beat me again?
Is it really worth the pain?
Tick-tock-tick-tock.

Work

Hayat is life
Life is ataa, giving.
Anger is feeling power
Brava is anger
The pain of Sorrow - crying
Is Medo is Gham.
Medo is fear, Gham is sorrow
Hob is hope and sharing
Hob is Love
Sharing is not control
Amour is not controlling
Amour is Love.

Nam - onion -
peel away layers upon
layers of pressure/
oppression.
The frustration gives way
to my aislada/isolation. Competitive
layers peeled away
leave me feeling powerless.
Tears comes as each layer
is removed exposing my
centre - the knowledge and strength
that comes from sharing with
other women.

Esperanza

I am committed to the pain
that empowers.
My anger and frustration can
bring joy,
The kind of rabia that releases
and clarifies.
My sadness and loneliness can
be powerful.
If I harness their energy
for change.

nỗi buồn và niềm cô đơn của tôi
sẽ thành mãnh lực xóa tan những cơn đau
thể xác những vết bầm trên mặt và niềm thống
khổ trong tim

I live in a constant state of joyous frustration.

Tuesday Collages

Putting it together...

— Getting it up... —

— and describing it —

3. Day Two: Ten Finger Typing: Activities and Tools

Objectives

- explore how we are affected by and contribute to power inequalities which perpetuate woman abuse
- explore ways to counter and change power inequalities in our own work on woman abuse
- explore a range of activities and tools on the issue of woman abuse which encourage active participation
- identify key stages in a workshop design
- model activities approporiate to different workshop stages

Agenda

- ☐Hangovers/energizer
- ☐Stages of a Workshop
- ☐Social Identities & Power: - the Flower tool
- ☐What contributes to the continuation of woman abuse in society & in our own orgs.
- ☐Lunch
- ☐Audio-visual - guidelines for critical viewing
- ☐Unmasking the model of the day - Fly on the Ceiling
- ☐Dinner
- ☐Theatre workshop with Second Look community arts

The Process

Following an energizer[1], we began the morning with 'hangovers', which looked at insights from Monday - especially related to the Company of Sirens theatre workshop.[2] We also heard a report from the Process Observers and chose the next pair. The facilitator then introduced the 'stages of a workshop'[3] We noted that during the day we would be modelling activities on the theme of woman abuse within the various workshop stages.

To introduce the theme and connect it to other issues, we used the Flower Exercise on 'Culture and Social Identities'.[4] The various petals were drawn on large pieces of flip chart and spread around the room. Participants were asked to circulate and to write on the inner circle their own identity relevant to that category and on the outer circle the dominant identity, the one with most power in our society. (For example, on the 'Gender' petal, participants would write 'female' on the inner circle, and 'male' on the outer circle.) We

[1]We used 'the people say' which is a takeoff on the children's game 'Simon Says'.
[2]These notes are appended on page 45.
[3]We put the handout 'stages of a workshop' (see page 46) on the flip chart. At the end of the day, it was distributed to participants.
[4]See page 47 for an example of the flower.

then reassembled the flower and looked at what people had written. Discussion focused on our identities relevant to the dominant identity in society - and the relationship of the issue of violence against women to other issues of race, class etc. A number of questions arose from the exercise which we noted on flip chart.[1]

We were already one hour overtime when we began the next exercise, which looked more directly at the causes of woman abuse. In 4 small groups participants discussed 'when I see, hear, feel these things, I know that (my organization or society) is contributing to the continuation of the abuse of immigrant women.[2]. Groups reported back after lunch by means of a group collage to illustrate the main points.[3] To look at how the causes of woman abuse are inter-related, we worked with a 'circle tool' which helps locate the points made in the drawings as individual encounters, systems or as the ideas which nourish woman abuse. The circle tool also helped us look at the relationship between what's happening in the larger society and within our own organizations.[4]

After a break, with energies low, we redesigned the last part of the afternoon. The group viewed the film 'Behind Closed Doors'. However, we did not use the circle tool in small groups as planned to analyze how the film reinforced or challenged woman abuse. Instead, we briefly shared some of the feelings the film elicited for people. We then outlined the nature of the exercise we had designed, and proposed looking only at the development of a checklist/guidelines for using /choosing films. A checklist was developed and is included on page 53. We spent some time on the 'Fly on the Ceiling' reflection, given that there had been some problems with the day's design.[5]

After dinner, an exhausted group reassembled for the Second Look theatre workshop. We were joined by members of the planning committee who were not able to be participants at the workshop - and by guests from both EWA and the Ontario Women's Directorate. As can be seen in the attached annotated workshop plan for the evening (see page 56), a very full agenda was proposed. In spite of being tired, the group participated actively, with most of the activities completed.

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[1]See 'Questions arising from the flower exercise' on page 48.

[2]See the task sheet on page 49 for the specific instructions to the groups.

[3]The collages were beautiful but too large to include here. The points made in each are summarized in the notes on pages 50-51.

[4]The circle tool is appended on page 52.

[5]See notes on pages 54-55.

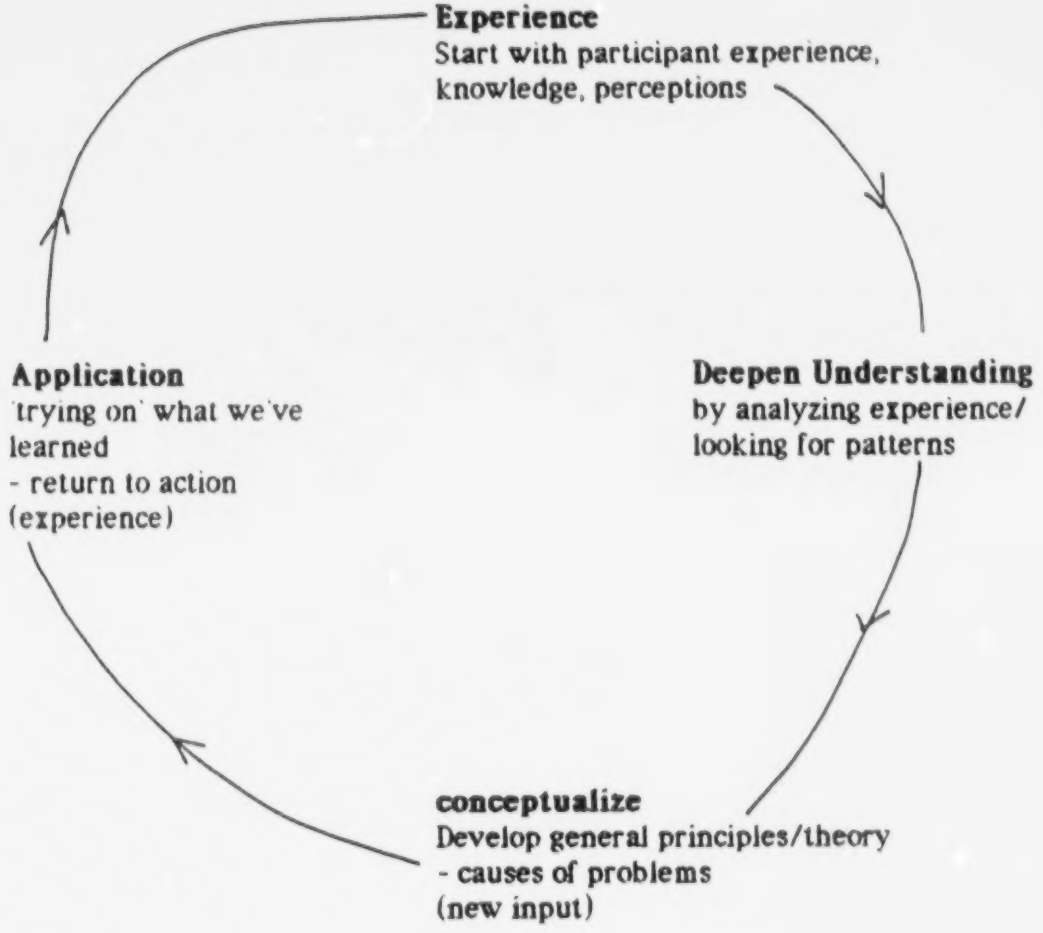
Hangovers

Insights from Monday

- I recognize the skills that we have - how creative we are
- learned new way of presenting statistics through theatre
- used humour to illustrate our assumptions about other kinds of oppression in the theatre presentations - very useful
- it is possible to create a piece of art from one, simple emotion
- learned that woman abuse is a problem that affects everyone
- theatre is a useful tool for work with the community
- learned how important it is to have fun
- learning can take place without talking about it (through the power of something like theatre)
- need to act together to change the system

BEST COPY AVAILABLE

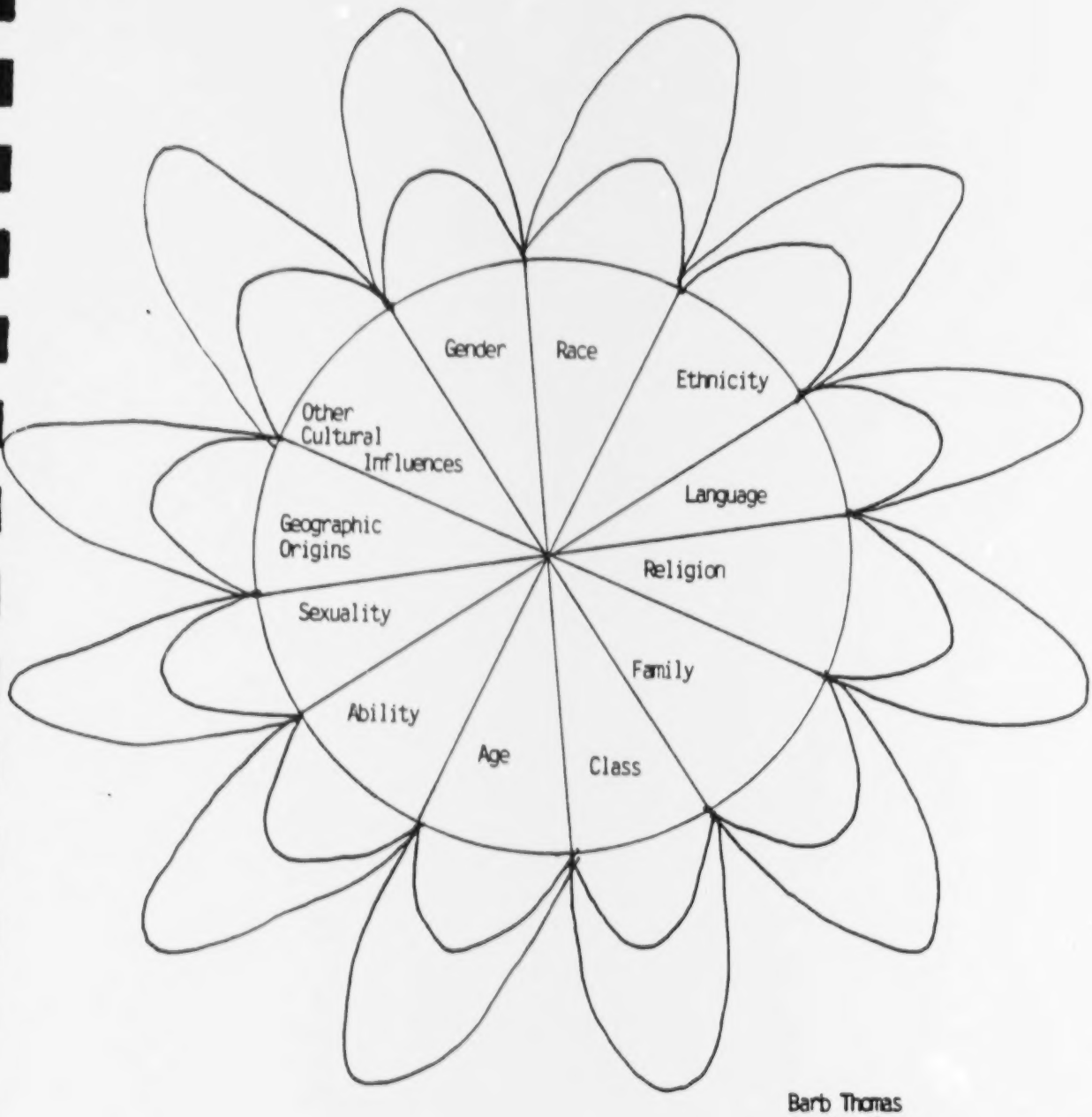
STAGES OF A WORKSHOP



Interaction Between:
Experience/Theory
Action/Reflection
Participant Knowledge/New Input

DMI
1988

CULTURE AND SOCIAL IDENTITIES



Barb Thomas
Adapted from:
Letters to Marcia: a Teacher's Guide to Anti-Racist Education. Enid Lee, Cross Cultural Communication Centre, 1985

Questions arising from the Flower exercise

- What forces brought about the loss of women's power? - woman as subject/object

- What role do women play in their own subjection

- Do we need to examine our role in 'mothering' - not in a vacuum though - but given our place vis a vis the dominant societal values

- Implications:
what makes us powerless?
- ideologies of dominant culture
- where does the ideology come from?
- who makes the ideologies/creates them?
- what causes us to repeat the pattern?
- what are the alternatives and the costs of each ?
- we have to explore our own cultures as well for patterns of domination
- how do women become oppressors of other women?

Re-assembling the Flower

Task Sheet
Visual Presentation on woman abuse

Groups one and two:

Prepare a group presentation, using drawing, words, images from magazines to illustrate how the abuse of immigrant women is allowed to happen in our society, outside of our organizations. One thing that may help you prepare the presentation is to discuss the following:

"When I see, hear, feel these things, I know that society is contributing to the continuation of the abuse of immigrant women".

You have 30 minutes to prepare

Groups three and four:

Prepare a group presentation, using drawing, words, images from magazines to illustrate how practices and attitudes within our own organizations can unconsciously contribute to the continuing abuse of immigrant women. One thing that may help you prepare the presentation is to discuss the following:

"When I see, hear, feel these things, I know that my organization is contributing to the continuation of the abuse of immigrant women".

You have 30 minutes to prepare

Points made in collage exercise

***Group one* - within the society**

- At home - before coming to Canada:
- defined problems where we come from (poverty, war etc)
- military in power in our countries - oppresses us there

We come to Canada:

- police, legal system, health systems
- husband oppressing the women. He himself is oppressed in Canada as a worker
- woman bombarded by two cultures oppressing her (Family/Church giving traditional messages; new values of dominant society)
- oppressed as immigrant women by white anglos saxons
- policy makers include only the white and rich- make policies which oppress immigrant women such as immigration policies
- policy for women aimed only at white, rich anglo saxon women
- church - idea to oppress women
- media - where we learn
- pornography
- schools
- values and ideas - men adopt values of Canada - slim, superwoman image
- woman feels she has to keep the family together
- social view of women as inferior etc. leads to psychological abuse
- society minimizes the abuse
- seen as a family matter

Group two - Society

- woman serving the food
- compliments also have hidden agenda - to keep us in our place
- early socialization to dominate (toys -guns for boys etc.)
- woman has to go through pain for her appearance, marriage; she suffers to make men happy
- if woman responds to violence by killing a man, she goes to court. Often the man is not dragged to court for beating a woman
- stress of having so many roles to play
- conflict between what magazines perpetuate - the 'superwoman' - is not possible
- who is programming my life? - the society/men Have to do it all to please the man
- men are not subject to the drive of looking good for their "#1"

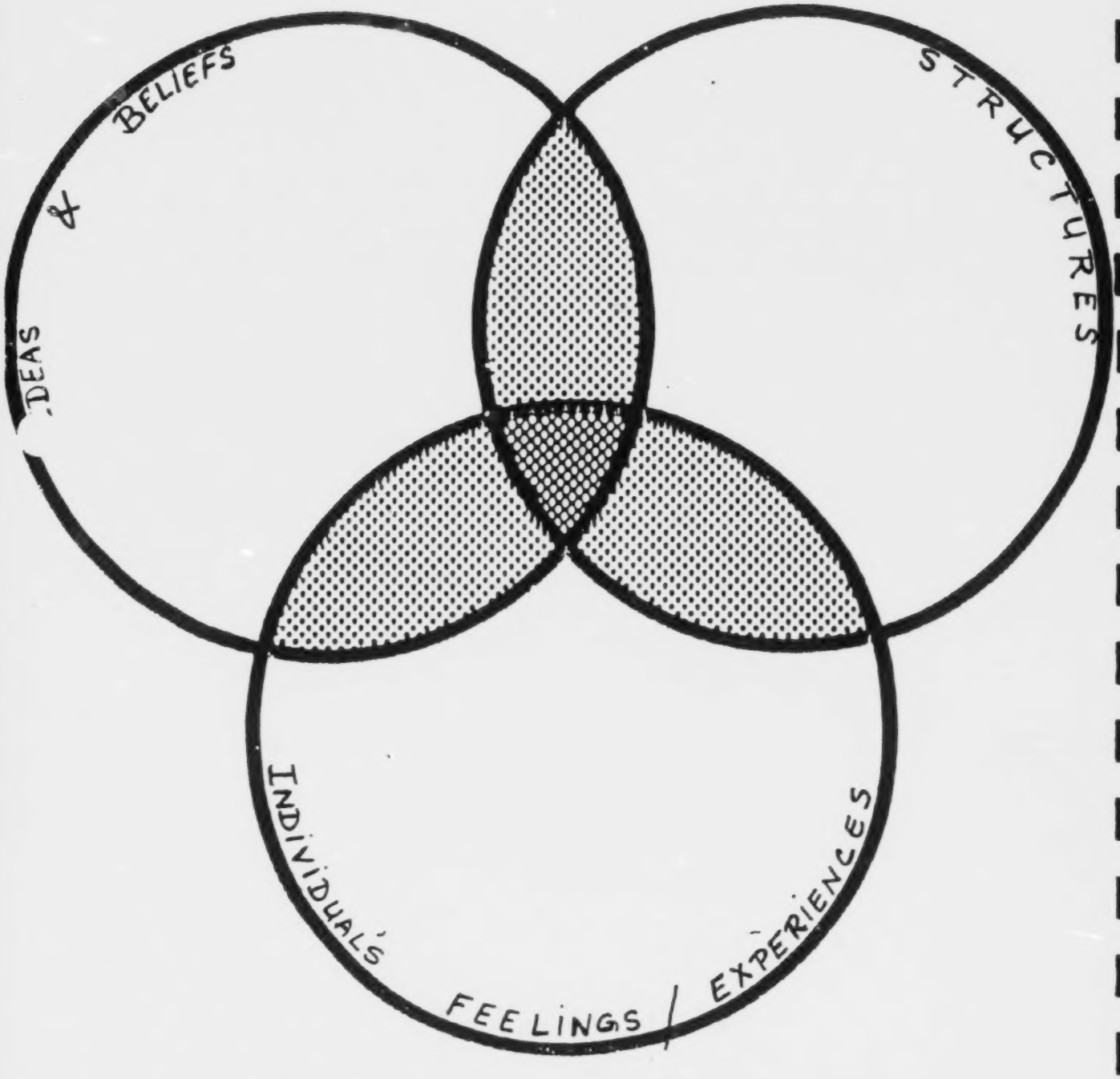
Group three - In our organizations/workplaces

- office talk 'What did your husband give you for your birthday?
- 'perfect home' image that we have
- different salary ranges/part-time-full-time
- Free trade - lose jobs
- Board of Directors automatically recommends 'Lula" to be on anti-racist committee
- men expect 'women should stay at home'
- work secondary for women
- but at work, woman expected to be well dressed, to file, serve the men
- idea of marriage still real in the office
- 'slim is beautiful'
- program funding ended - program must end
- woman takes care of the dog
- how you spend your holidays - sex in free time for women
- 'we can't service you' - lack of language facility for immigrant women

Group four In our organizations/workplaces

- class differences among women working and between staff and clients
- effects of that on the children
- imposition of counsellor values on 'mothering' style
- idea that we need to 'wait till the revolution' to deal with the issue
- perceiving woman as the problem
- interpreting all other cultures/oppressions from your own
- woman as victim - using 'victim' as a counselling approach
- lack of funding to do the work
- lack of power images of women
- contradiction that we are 'living' from wife assault as counsellors - tendency to become rescuers
- professionalization of wife assault can exclude abused women
- problem with term 'empowerment' - as if we can 'give' power to abused women

Circle Tool for Analysis



Criteria for choosing films

We should think about the following:

- ☐ What impact do I want to create (objective for use)?
- ☐ Does it achieve above objective/result?
- ☐ Who is our audience (makeup, size)?
- ☐ What's the message of the film? (intended, unintended)
- ☐ What is the racial, ethnic and class makeup of the film?
- ☐ What stereotypes are being perpetuated in the film?
- ☐ What will be the end result of showing it
- ☐ Timing- when will it be shown?. Allow time to process it.
- ☐ What is the emotional impact of film?
- ☐ What is the language level of the film? - and accents used.
- ☐ Think about the physical set up of room
- ☐ Availability of resources on the theme - sharing information on them
- ☐ Are there services available ?- should be highlighted for people
- ☐ Plan ahead
- ☐ Objective of showing film should fit with objective of workshop
- ☐ Plan ways to transform negative scenes/points into positive ones (by naming them, discussion questions , comparing to our reality etc.)
- ☐ Know the resource well so that limitations can be used to develop critical perspective
- ☐ Be sure that the information in the film is not misleading
- ☐ Know the limits of the film
- ☐ Flawed philosophy can lead to a flawed film
- ☐ Must refect the needs and issues faced by immigrant women
- ☐ Need to ask -who made the film and in whose interests?

Fly on the Ceiling - Tuesday

- liked visual circle tool - powerful
- how to express self because of feelings that surfaced
- feel tired
- too rushed - would have liked more time to process
- too much stuff for one day
- felt rushed but still learned a lot - impressed that we did so much - got it together in the end
- wish for more time to discuss concepts i.e. power imbalance, class differences
- learned a lot but have mixed feelings - times I wasn't sure what was expected of us
- I understand more than I can now integrate and apply
- didn't state clearly enough why we were doing each exercise (facilitator comment)
- check at end to see if it met its objective
- really enjoyed collage - needed more time to debrief - want to share what went on in group as well as what is in the actual collage
- got me to think about what resources are available and how I can apply them
- maybe I expected too much but I wanted discussion to go deeper (of systems/structures)
- liked frequent warmups/energizers
- learned how I can use audio-visuals
- learned different tools
- two things happening simultaneously: - workshop design; personal process for me - reflection of how the system is impacting ME - the responsibility I have as a woman and mother to change the system - staring with me
- learned need to support each other (collage activity)
- film caused a lot of sadness for me - victim blaming
- many emotions came up - needed more time
- group participation is very useful - got many ideas from others
- liked exercise in between
- got something really concrete/tools
- act of writing down in the flower exercise awakened emotions that I thought were under control
- visual impact of collage is very good as well as beneficial for working at in small groups
- can apply circle tool to service providers

- difficult selecting audio-visuals because I was used to seeing film as something for enjoyment/entertainment only
- concepts need more time - we don't necessarily have the same understanding
- don't feel as high today as yesterday even though the tools were excellent
- had four powerful tools in one day - didn't have time to make connections

Second Look Theatre
Tuesday evening

Workshop Plan

1. Introductions

2. Warm-up - person-to-person
   - making machines (Toronto machine etc.)

3. Storytelling Circle
- throw ball to person to continue story

4. What have we lived?
-brainstorm emotions (anger, humiliation etc.) and one facilitator wrote on pieces of paper. In small groups we were given emotions to portray in a frozen image (sculpture) and then we guessed each others images).

5. How have we dealt with this? Where did it get us?
We shared our experiences with violence and how we had dealt with it. Then two groups made frozen images using sculpturing and two groups did skits to illustrate the experiences.

6. Which images do we want to keep, change? How?
- we did not fully complete this part. We did do some 'forum theatre' - working with several of the images to change them.

7. Rewriting Fairy Tales - Sleeping Beauty
- we did not do this fully because of time. We talked about what we would want to give to the 'new woman' and we named some of those things.

8. The grande finale
- the 'birthing' of the woman we would like to create/be

9. Evaluation
- we did not have time for this either - but did some discussion on Wednesday morning. (See attached notes)

4. Day Three Designing An Activity and Workshop Model

Objectives

- practise writing realizable goals for a three hour workshop
- identify key elements in designing education programs for social change
- practise designing activities and tools for specific workshop purposes
- practise introducing activities and tools
- practise designing a workshop
- develop some guidelines and rules for providing constructive, critical feedback to colleagues
- practice giving critical feedback to colleagues

Agenda

- ☐Design pairs - wkshop design
- ☐Setting objectives
- ☐Designing an activity
- ☐Lunch
- ☐Giving and getting feedback
- ☐Facilitating an activity
- ☐Designing the workshop
- ☐Preparing to facilitate
- ☐Dinner
- ☐Check in - work as necessary on workshop designs

The Process

The 'hangovers' piece on Wednesday morning focused on the evening with Second Look theatre.[1] Following the process observers report and the agenda review, participants divided into design pairs.[2] Using the attached Worksheet, time was given for some initial thinking about the design for a 3 hour workshop - with specific focus on the objectives. Participants were also given a handout outlining some suggested criteria for objective setting.[3] We returned to plenary after 45 minutes to work with the objectives volunteered by one design pair. We then introduced the steps or moments in an activity. The design pairs were asked to complete work on their objectives, and then to design an activity which they would describe and introduce to the other pairs in the afternoon.[4]

---

[1]See notes on page 59.

[2]Choice of who to work with was left to participants. The choices were made on the basis of similar constituency, theme, work context...

[3]The handouts are appended on pages 61-62 .

[4]Please refer to the task sheet and handout on 'steps/moments/mechanics of an activity' on pages 63-64..

In the afternoon, we began by establishing together some rules for feedback and a process to use in the presentation of the activities to each other.[1] In two groups, participants described their activity and then introduced us to the first five minutes as if we were the participants. After each group, feedback was given following the rules established earlier.

We returned briefly to plenary to distribute a second worksheet for planning the rest of the workshop.[2] The remainder of the day and evening was devoted to planning in pairs, with an evening check-in to review the process for Thursday. Facilitators were available to assist any pairs in trouble. One problem facing two teams was the absence of several people on Wednesday evening due to unforeseen personal circumstances. While they returned on Thursday morning, the pairs affected had much less time to prepare than the others.

[1]See page 67- 'Rules for Feedback'. The process used is the same as that followed on Thursday and is appended to the next section - Day four on page 71.
[2]The second one is titled: 'Worksheet: Designing your workshop' - pages 65-66/

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Wednesday morning reflection on evening with Second Look

- after the Company of Sirens evening, we expected something of the same i.e. to be able to watch them perform for most of the evening. (Facilitators noted that in fact the agenda had said a 'hands-on' workshop)

- there were other visitors there so we couldn't completely be ourselves

- we were tired, exhausted already after a heavy day so not really fair to Second Look

- we would have liked to have had them put up a short piece and then ask us to change it - work on 'forum' idea a little more

- work was good - but should have been for a separate workshop. They had enough for a full day.

- there was more focus last night on theatre techniques rather than performance which is more useful to us as educators/easier to apply

- Sirens performance really brought home the issue.
- in Second Look workshop we got how to bring it home and effect some change

- they made us experience the feelings and not to stay distant from the 'words' for the feeling

- good use of theatre to allow people to change roles and play others

- found the 'forum' theatre idea really useful - work at how to change situations

"Images"

'Second Look' Workshop

64

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Wednesday

Worksheet: Thinking about your workshop

Total time available: 3 hours

Participants: What do you know about participants attending your workshop? i.e. gender, race and enthnic background, first language, class; will they know each other's names; what is their experience with the topic; what attitudes, understandings, skills are they likely to bring to the workshop?

Things to guard against or **Things you're afraid will happen**

Setting some objectives

a) What specifically do you want participants to <u>feel, know, understand, be able to do</u> at the end of your workshop?

b) Identify **3 specific objectives** for your workshop

Title of your workshop

Some Suggested Criteria for Setting Objectives

. Are they realistic for the time you have?

. Is there a clear verb which suggests an activity?

. Is the objective measurable? Would you know if you had done this?

. Is it appropriate to the group? i.e. could you say this objective to the group and have support?

. Is there a logical flow from one objective to the other? (refer to 'stages of a workshop')

. Do the objectives address what you want people to feel, know, be able to do?

DMI
1988

Steps/Moments/Mechanics of an Activity

A. Introduction
- explaining guidelines and task
- groupings - how to divide and where to go
- maybe a bit of the history/background of the tool
- handouts if appropriate
- time they have

B. Doing the Activity - Implementation
- people working something (preparation)
- facilitator available (as a resource or to clarify)
- facilitator monitoring time

C. Debriefing the Activity
(if in small groups, coming back to larger group)
- pulling out the experience
- looking for patterns/analysis
- add new content/theory
- synthesis

Some Design Questions around Activities
- what's the focus? What is the relationship of the activity to the objective

- how much data do you want to generate? Need?

- new questions/insights - how can they be captured, recorded for group learning?

DMI
1988

Task Sheet

Designing An Activity

1. With your partner, design the first activity of your workshop following the introductions. It should be a brief activity, designed to establish the relevance of your theme to the work/lives of the participants in your session.

2. Prepare to actively present the first 5 minutes to the rest of us, using us as participants in your workshop.

You have 45 minutes to prepare

Worksheet: Designing Your Workshop

Objectives: (Fill in the objectives you have identified for your workshop)

1.

2.

3.

Program Outline:

overall flow	objective #	time	Activity	Resources
Getting to know each other				
starting with peoples experience/ knowledge/ perceptions				

overall flow	objectives	time	actvitity	resources
Deepening under-standing/ Build new skills				
leading to action/ application to work of participants				
Evaluating the workshop				

Presentations and Feedback: Wednesday/Thursday

Feedback

Rules for Feedback

- that it is constructive feedback - so we say what we also like about it
- effort is acknowledged
- clarify by asking questions
- non-judgemental
- comments on the content, what was done, not the person
- start with what I felt rather than make assumptions (make it in the first person)
- not to impose our own criteria
- criticism is a suggestion - to enrich the activity
- recognize the power imbalance between the participants and the facilitators
- respect for differences in approaches/strategies
- all responsible for a safe environment
- all serve as a check/check it out
- give feedback on what people ask for feedback on
- make it as specific as possible

What we wanted feedback on

- type of information presented
- how content leads into the results
- participation in the group
- way of presentation
- styles
- instructions (clear or not)
- whether the activity meets the objectives
- materials/logistics

We also noted that each person would have a chance to add to this list and to ask people for specific feedback on areas of interest to her.

Wednesday...

Getting ready to facilitate + present the plan

Thursday...

"On Stage"

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5. Day Four On Stage: The Practice of Facilitation

Objectives

- practise facilitating a segment of a participant-designed workshop
- provide participants with a videotape of their facilitation
- practise giving critical feedback to colleagues
- add to checklists for effective design and facilitation

Agenda

- ☐Process observers/hangovers
- ☐Videotaping participant-prepared workshop segments
- ☐Lunch
- ☐Re-presentation of videos
- ☐Supportive/critical feedback
- ☐Pulling togehter learning about Facilitation and Design
- ☐Dinner and social

The Process

As before, 'hangovers', process observers report and the day's agenda were the first items of the day. We also needed to do an 'energizer' to help people relax a little as the tension prior to the taping was very high.

We began by reviewing the process and rules for feedback we had established for the activities on day three. No changes were suggested. The process for feedback and videotaping are outlined on page 71.

For the videotaping of the workshop segments, we divided into two taping areas so that the process could occur simultaneously. Each pair went through their plan and then facilitated a 10 minute segment (15 minutes for groups of 3). This was videotaped, with the remainder of the group as participants. Following each presentation, the rest of the group was given a few minutes for questions of clarification and time to take a few notes.

After lunch the videotaped segments were re-presented. Following the rules for feedback and the process established, each group received critical feedback on its design and facilitation from their colleagues and from the facilitator.[1]

[1]Copies of participant plans and any notes from the segment they facilitated are appended to this section - pages 72-80.

At the end of the afternoon we were to regroup in plenary. However, as one section went longer than the other, this was not feasible. Thus we missed the group reflection on what had been learned about facilitation and design.

Following dinner and before the social, one taping section regrouped to discuss some difficult feelings that one participant had experienced concerning the way in which feedback had been given to her and her partner during the session. The group was able to discuss what had happened and to resolve it for the participants concerned. All then went to enjoy the evening - organized by the participants as a cross-cultural celebration.

The Social

Process for Feedback and Videotaping

Process for videotaping Thursday a.m.

1. Review with us who it's for, your objectives and the overall design.

2. Explain where the segment you will be facilitating fits into the design.

3. Present your ten minute pipece to us as if we were the participants. (Groups of three have 15 minutes). This part will be taped.

4. Everyone takes a few minutes to make notes.

Questions for clarification only.

Process for Feedback Thursday p.m.

1. Presenters comment - including requests for any specific feedback wanted

2. Each person gives two comments about design and facilitation:
something you liked; a suggestion for doing something differently
Facilitators go last.

3. Response by presenters.

4. General discussion

45 minutes total time per presentation

Workshop outline: Jaqueline and Laila

Overview

Objective: - increased awareness objective: - what next?

- ☐ shared experiences
- ☐ commonalities
- ☐ different types of abuse
- ☐ causes of abuse
- ☐ it is a crime
- ☐ pressing areas of need

Rules/Assumptions

. everyone has something valuable to contribute
. reserve judgement
. confidentiality
. have a sense of humour

Notes from the exercises they facilitated

Introductions:
. name
. one thing about yourself
. one thing you want to happen

Slide (photo) exercise:
The task:
1. look at the slide
2. write down:
- the slide number
- emotion
- in one sentence, the event surrounding the emotion

Sample Slide

Workshop outline: Maria Rosa, Ana Maria, Beatrice

Objectives

☐ To draw out participants perceptions on the issue of woman abuse as a community problem

☐ To analyze the social-political context of woman abuse, making links between personal and political

☐ To identify possible alternatives and plans of action

Agenda

1. Introduction (10 minutes)
   - welcome
   - introduce ourselves
   - state purpose and goals
   - describe activities
   - emphasize relaxation, acceptance and participation

2. Role Play (5 minutes)

3. Divide people in small groups and discuss questions (40 minutes)
   - what? why? how? who?

Break (15 minutes)

4. Choose one of the questions for next exercise (plenary)

5. Circle tool for analysis (40 minutes)

6. Go back to role play and modify it
   How do we start to make changes? (30 minutes)

7 Evaluation (15 minutes)

8. Wrap up (15 minutes)

Questions to discuss in small groups related to the role play

1. What happened in the scene?
2. Why did it happen?
3. What behaviour were coercive?
4. How did she respond to his behaviour?
5. Why did she respond the way she did?
6. What was the intent of his behaviour?

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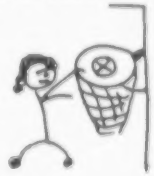
Workshop outline: Moni and Tuyen
Wife Assault and its impact on teenagers

Participants (16)
- teenagers (15-16 years) both boys and girls
- place: School; Course: Family Studies
- Ethnic background: Anglo, Franco, Caribbean, Iranian, Indian, Vietnamese
- Language: English (2nd language for many)
- class: mixture
- experience - some might, some not
- attitudes, understandings, skills: - empathy, curious, anxious, ignorance, macho, feminine, excited
- active participation - skill in role play

Things to guard against
- passive reaction
- conservative reaction
- rudeness from boys
- argument between girls and boys during and after (fights?)

Resources needed
- 20 copies of the program
- program on flip chart
- masking tape
- poster
- handouts, pamphlets
- video film on girlfriend abuse
- 20 task sheets with questions on film

Goal
To sensitize the teenagers to the issue of girlfriend and wife abuse



Objectives
☐ To draw out students' perceptions and experience about girlfriend and wife abuse
☐ To provide the teenagers with definition of wife assault, explanation of the cycle of violence, causes and prevalence of woman assault in the community
☐ To give examples of Ottawa community's efforts to prevent and stop violence against girls and women

---

Programme
Workshop on wife and girl abuse and its impact on teenagers
Wednesday Oct. 9, 1998
9-12 noon

9-9:10	Introduction and warm-up
9:10-9:20	Word Association Experiences of the audience
9:20-10:00	Discussion (definition, cycle of violence, causes, facts, myths, list of organizations)
10:00-10:15	Break
10:15-10:45	Video film (on girlfriend abuse)
10:50-11:20	Small group discussion on film (questions below)
11:20-11:40	Forum theatre (frozen images and skits)
11:40-12:00	Evaluation (verbal feedback through questions, observation of facilitators)

Note: Flexibility in the design a key issue. Forum theatre to be crossed off the program if short of time given sufficient discussion generated by the other activities.

Questions on the film: Girlfriend Abuse

1. What did you feel about the film?
   What emotions do you feel now?

2. Have you seen examples of the cases portrayed in the film?

3. Comment on the following statements:

i) " A shove of a girlfriend at 16 may mean a life-time abuse of the wife".
ii) " Teenage girls abused by boyfriends become abused wives".
iii) " People can make you angry but not violent".

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Workshop outline: Maria, Magdalene, Nancy

Objectives

☐ to introduce newcomers to the issue of family problems

☐ to find out how they see the issue

☐ to identify the facts that cause family problems

☐ to provide information about the services available in the community

---

Agenda

- Welcome and introduction of facilitators

- Warm-up exercise: introduction of selves

- "Voices":
  Collage
    - How they feel?
    - What are the problems?
    - What are the causes?

- Information about the services available in the community

- Feedback

Resources needed:
- Interpretors (Polish, Spanish, Chinese, Vietnamese)
- Collage
- Brochures

Evaluation (indicators)

Short term: ☐ Observation
- participation
- attitude

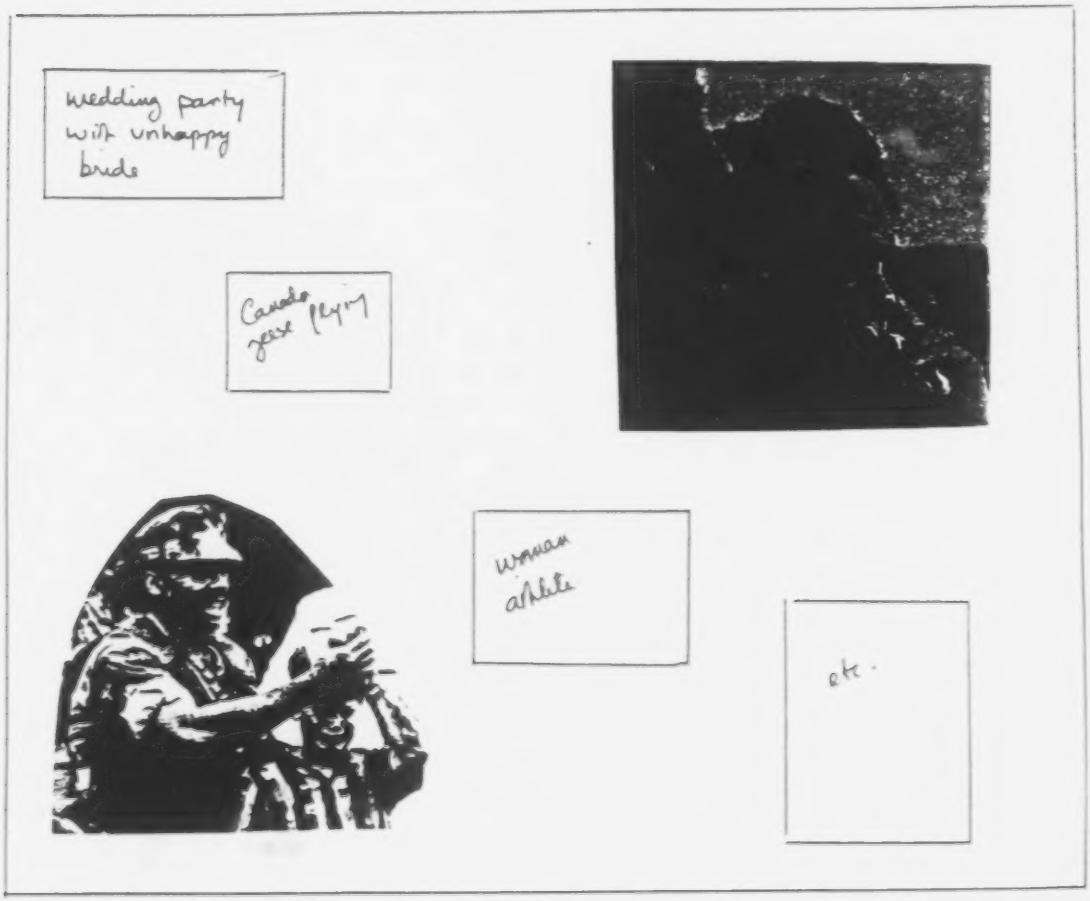
☐ Feedback (from participants)

Long term: ☐ Attendance next workshop

Notes from exercises facilitated

Warm-up exercise
Everyone had a map. Using the map, talk with as many people as you can.
Questions to ask:
- Name
- Where we are from (find it on the map if you can)
- How long we have been here
- Anything else you feel like telling each other

Voices
(Sample of the 16 photos pasted on white paper on the wall)



Workshop Outline: Fatima and Sophie

Workshop details
Target group: "Ontario Women's Directorate"
# of participants: 5-7
Facilitators: Fatima DeMorais and Sophie Nsiah-Yeboah

Objectives
☐ To introduce the values and beliefs within the family unit of the Portuguese and Ghanaian women

☐ To present Portuguese and Ghanaian understanding of abuse in the family unit

☐ To provide information on their responses and survival techniques

☐ To identify gaps in the existing services and the role that Ontario women's directorate could play in funding new services

---

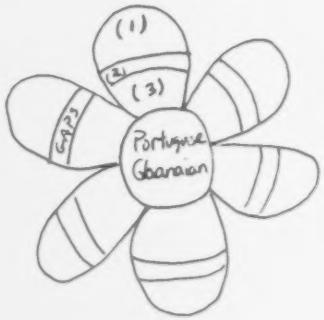
Workshop for Ontario Women's Directorate:
Agenda

8:30-9:00	Arrival - coffee- socializing
9:00-9:05	Introductions/Welcome
9:05-9:15	Warm-up exercise
9:15-10:00	Flower activity
10:00-10:30	Video: The Ghanaian Market Women
10:30-10:45	Debriefing video
10:45-12:00	Discussion on gaps and services
12:00-12:15	Evaluation
12:15	Adjourned

The Flower exercise on Gaps and Services

Each petal will have a categorie written in. The categories are:
- what is your understanding of woman abuse within this community
- describe anything you know about this community
- describe your knowledge in regards to the family system
- which are the needs of the community
- what is your knowledge of the services available in this community
- are you familiar with any of their isurvival techniques

(1) Outside of petals
to be filled in by facilitators
(the categories)
(2) Gaps - to be completed by
both facilitators and participants
- known services available
(3) 6 categories to be filled in
by participants



video: The description of
an average Ghanaian woman
and how the type of character
makes them survive in an
abusive situation

Gap - the available
resources not
appropriate to
the commuity
- need for new
resources

Two flowers on two seperate sheets
1 for Portuguese community
1 for Ghanaian community

Steps:
- participants are to fill in their knowledge and perceptions re: erach of the categories inside each petal
- next step is to request participants to share out loud some of their responses while the facilitator writes them down on large flower design in the appropriate category
- facilitator then explains that later on during the workshop group will come back to follow through the activity and identify the gaps.

6. Day Five Covered Ground and Next Steps

Objectives	Agenda
* make the course planning process visible to participants * identify some concrete next steps in our work back home * identify resources and training needs helpful in carrying out our education work which the Education Wife Assault program might provide * evaluate the course	☐Hangovers, agenda review ☐Review hopes and fears ☐Review what we've done ☐Next steps - questionaire ☐Share back resource./training needs ☐Evaluation - written ☐Closing Activity: 'We are not alone' - Secret Admirers unmasked.

The Process

We began with 'hangovers' and agenda review. We had scaled down the agenda since we knew we would get a late start following the party. Participants were asked to think back to the Hopes and Fears they had shared the first evening (these were posted). One of the facilitators took us back over the week's activities - bringing us forward to the prospect of heading home.

We then distributed a questionaire entitled "Where to from here', and in their design teams, participants were asked to work through the questions on Goals and Needs. In plenary we shared back the needs identified for resources or skills training which EWA might support as part of the follow-up to the workshop.[1] Time was then given to complete a written evaluation.[2]

For the closing activity, each person had an opportunity to guess who had been 'secretly admiring' her during the week. The secret admirer then revealed herself and presented a handmade gift or a wish to her partner.

---

[1]For the questionaire, see pages 82-83. The notes from the Needs shared in plenary are appended on page 84.

[2]The questionaire we used is on pages 85-86. There was also a group evaluation by the planning committee for the workshop which took place one week following the Course

Where do we go from here?

The purpose of this questionnaire is to help us state what our ideas, goals, needs and blocks are for future work in education programs with immigrant women on the issue of woman abuse.

1. **Goals** Where do you want to go from here?

   a) What would you like to see happen concerning the education program on woman abuse in your organization/community?

   b) Realistically, what do you think you can achieve in the next year?

   c) Identify **one concrete step** you can take when you get back home to use what you've learned this week.

2. **Needs** In order to accomplish your goals, what do you need which you don't already have?

   A. **Resources**

   i. Information and materials
   - content (themes/topics)

   - format

   ii. Human resources

B. **Skills** What further skills and/or topics do you want to develop/need for your work?

How would you like to get them?

3. **Blocks** What are the obstacles or difficulties which are now keeping you from reaching your goals?

a) personal

b) in your organization

c) in the society

4. **Enabling Forces** What supports will help you reach your goals?

a) personal

b) in your organization

c) in the society

Adapted from EWA questionaire prepared by Marsha Sfeir

Where to from here?

After we filled in the questionaire, we shared back the needs we had identified which might be relevant for follow-up by EWA to this workshop.

Needs for resources/skills
(Note that this list includes the sharing about 'Going Back' as well as the discussion following work with the questionaire.)

- more speakers
- trained staff in our own organizations
- knowledge of funding sources
- to examine our own values and the effect it has on our work
- trained support for rural and small communities - have few organizations to draw on
- material must be in simple English/Spanish etc. with graphics
- create a network for sharing amongst ourselves
- use the EWA newsletter for sharing among immigrant women community educators
- more skills in theatre applied to work with battered women
- use of theatre for training cultural interpreters, for use with students
- follow-up to this workshop on how to pass on, transfer the skills we've learned here to others in our communities
- there is a need for further skill development in workshop design and facilitation
- further skill development in giving and receiving feedback
- develop lay counsellors (battered women, sexual abuse) in our language groups
- more skills in doing education on this issue with mixed (male/female) groups
- how to get allies, develop strategies

written materials(EWA)
- helpful to have audio too
- languages needed: Hindi, Punjabi, Farsi, Arabic, Urdu, Hamahamaric, Samali, Twi
- something like 'Fresh Start' for mass distribution - graphics must relate
- resource list of translators available to everyone
- important that there be two tools - one for Toronto and one for rural and small communities

Educating for a Change

Course Evaluation

Date:

This form has two purposes. We hope it will help you reflect on your own learning during the course. We know it will help us improve our work. To make the evaluation as useful as possible to us, it helps if you can be specific and personal. (i.e. using 'I' instead of 'we' etc.)

Part one: What did you learn from this course?

a) New knowledge gained from the course

b) New understandings, feelings you leave with

c) New skills - things you can use in your work

Part two: Your Assessment of the Course

1. What parts of the course did you find most useful? Why?

2. What parts did you find least useful? What ideas could you suggest for improvement?

3. Would you recommend this course be offered again? YES ☐ NO ☐
   If so, to whom? If not, why not?

4. Any other comments/suggestions?

Many thanks for taking the time to fill this out!!

C. Evaluation

Evaluation of the Skillshop for immigrant women working on the issue of woman abuse took three forms:

- ☐ During the Course, the 'fly on the ceiling' reflection at the end of the day and the process observer reports each morning;[1]
- ☐ At the end of the course, an evaluation form completed by all participants;[2]
- ☐ Following the Course, an evaluation by the Community Planning Committee with the Facilitators.

It should also be noted that Education Wife Assault has taken the responsibility for longer term follow-up with participants.

1. During the Course: Fly on the ceiling and Process Observers

Summary of 'fly on the ceiling' comments have been included in Section B. It is worth noting that both the reflection of participants on Tuesday afternoon and the input of the Process Observers who reported on Wednesday clearly noted the problem of overdesign.

2. End of Course participant evaluation

Part A What did you learn?

In surfacing participant learning, we asked them to group what they had learned into three categories: new knowledge gained, new understandings/feelings, and new skills useful in their work.

Points most often mentioned under new knowledge were as follows:

- ☐ learned about designing workshops
  - stages of a workshop / principles of design
  - tools, techniques, activities (theatre specifically mentioned)
  - to take participants into account in designing a workshop
- ☐ learned facilitation skills - in theory and by practicing them
  - -some of the specific skills mentioned were:- dealing with conflict, awareness of group dynamics, not to make assumptions, to listen
  - -principles of effective facilitation
  - -value of co-facilitating
- ☐ learned feedback skills
- ☐ learned more about the issue of woman abuse
- ☐ new insights into knowledge, perceptions of other cultures

I will be careful to make workshops specific to the audience!

---

[1] See section B1 'What's it all about?' page 23.

[2] For a sample form, see section B6 'Covered Ground and Next Steps', pages 85-86

New understandings and feelings most often mentioned were:

- ☐ importance of collective learning as immigrant women
  - respect for others' cultures, ideas, differences
  - aware that we share the same problems as immigrant women
- ☐ support, friendship
- ☐ 'aware of my responsiblity in advocating for my own needs for learning'
- ☐ importance of popular education
- ☐ 'more prepared in terms of skills'
- ☐ anxious
- ☐ 'loved, honoured, supported, common caring, joyful - but bruised (all that amount of work and the pace)'
- ☐ that 'there's a lot more to do'

I was able to let go of so many myths that I had about different cultures.

Skills I can use

- ☐ in design
  - planning, the stages of a workshop
  - the importance of pre-planning
  - connecting activities to objectives
  - to start with participant experience
  - to plan for possible nightmares
- ☐ the tools, activities - popular education techniques
  - icebreakers and warm-ups
  - tools for analysis (flower, collage)
  - forum theatre
  - activities to draw out participant experience
  - the use of videotaping
- ☐ facilitation skills
  - learned from the practice of the 4 facilitators
  - use of 'memory aids'
  - different styles of facilitation
  - confidence
  - the art of giving and taking criticism / of listening
  - importance of creating safety and trust - enhances learning

I have to work on the way I give and receive feedback

Part B Your Assessment of the Course

Parts of the Course mentioned most often by participants as most useful:

- ☐ designing our own workshops and the videotaping
- ☐ theatre and other tools (collage, flower)
- ☐ the concrete materials, handouts
- ☐ several people said that all parts were useful - they fit together
- ☐ small group work, sharing among participants
- ☐ putting up assumptions
- ☐ the political analysis of the issue of woman abuse on day two.

On the question of what parts were least useful and suggestions for improvement:

- ☐ two thirds mentioned the quantity of material - too much
  - not enough time to absorb an activity
  - resources not presented/not enough time given to use them
  - more time needed for networking
- ☐ one third said 'none' - or 'don't know'
- ☐ the film
- ☐ the meals

Should the course be held again?

All participants recommended that the course be held again. Some said that a similar group of community educators, or their co-workers should receive it. Other sectors mentioned were:

- ☐ immigrant service workers
- ☐ shelter workers
- ☐ women working on other issues
- ☐ survivors of assault
- ☐ women from isolated or small communities

Other comments

Many participants thanked the facilitation team, giving its members many compliments on their work.

I feel that there is a lot more work to do in this field and that what I am doing, it is important and necessary.

3. Community Planning Committee evaluation

The comments below are summarized from a meeting of the planning committee on October 16, following the workshop.

a. Overall comments re: whether we met our objectives:

- ☐ Overall design and facilitation worked well
- ☐ perhaps our objective of 'training' people in one workshop was not realistic - needs more time
- ☐ developed preliminary skills: - more comfortable facilitating, got overall sense of design (stages of a workshop)
- ☐ design requires more work - for individual parts
  - follow-up workshops to support skills are needed (setting objectives, linking activities to specific objectives)
- ☐ uneven development of skills - in some cases begins with confidence building
- ☐ in most cases, developed skill in 'putting together the pieces'
- ☐ developed awareness of different design and faciltation styles
- ☐ question of follow-up in order to evaluate if objectives were met

b. Specific comments on the workshop design

i) what worked

- ☐ the approach - participatory, based in participant experience
- ☐ the cultural and racial mix
- ☐ establishing a high comfort/trust level enabled people to put out (be vulnerable). This increased learning
- ☐ had common base in participants i.e. women, immigrants, work on abuse
- ☐ clarity of assumptions, objectives allowed participants to reflect on where they were at in relation to assumptions/objectives
- ☐ important to put out assumptions at workshop (keep them visible)

ii) what to improve

- ☐ amount of content too much - overdesigned, especially Tuesday
  - -needed more time between activities
  - -not enough time on 'how can I use this activity' - also needed more time to link content (wife abuse) to each tool
  - -no time to look at resources (possibly begin with resource exposure or organize small groups as part of design to research one portion of resources and report back to large group).
- ☐ one theatre workshop only with a night for resource viewing
- ☐ organize resources thematically/be more selective
- ☐consult in more detail on design with people coming in (i.e. Second Look) so that the day's activities fit better

-be clear about how much of participants life you want to surface in activities such as popular theatre. Then make sure that enough time is made available to deal with what comes up -ref. Second Look.
-make sure there is enough time after theatre workshop to reflect on tools i.e. Are they appropriate for all groups? Can they be adapted

iii) Changes/ideas to explore

☐ a different format
- i.e. two and one-half day retreat followed by several single days ending with another retreat - span 6-8 weeks. People could then try out what has been learned and explore problems that surface. Five days is not long enough - ends up too full
- problem with above is that it is not relevant for small communities. Explore taking workshop to rural and small communities - can be done regionally rather than bringing them to Toronto

☐ re: design pairs
-incorporate nightmares into participants' design & facilitation
-group people who work within small communities together?
-allow for identification of themes as a way of helpingpeople form workshop pairs
-ask participants for information in advance re:context/group they want to design their workshop for

☐ how to provide support during workshop for women who open up because of the issue - residential does provide more space for that

c. Specific comments on the facilitation

i) what worked

☐ co-facilitation
- four facilitators essential; allowed more representative group to reflect participants

☐ one person writing, one faciltating was most effective

☐ conflict resolution worked well - participants also took responsibility for what had happened/ everyone learned a lot from it

☐ Veronica's role after she returned on Wednesday - helpful to facilitators (also see points under 'what to improve')

ii) what to improve

☐ co-facilitation
- needed a method of decision-making 'on the spot' (i.e. around whether or not to show the film when people were so tired)

☐ needed to think through more thoroughly the implications of the design for facilitation

- ☐ needed to have a feedback session after the Thursday videotaping and a 'fly on the ceiling' on Wednesday
- ☐ could have given more 'permission' to groups/pairs to re-group if problems were emerging (e.g. An initial group of four formed and it took them several hours to decide to reform into two smaller groups)
- ☐ could have been more sensitive to difficulty of the pairs where one partner was absent for Wednesday evening. Had one pair change sub-groups, go last for feedback etc. - put a lot of pressure on them which could have been minimized.
- ☐ Veronicas role needed to be re-defined on Thursday. Difficult position to be giving feedback when not presenting. The problem could have been named and her role changed to 'resource person'.

d. <u>The Community Planning Committee</u>

- ☐ represented a good cross-section but could have been more diverse (i.e. Native and Chinese communities).
- ☐ important that replacement cost was provided in order to encourage participation of immigrant women. As a result, felt that the contribution was valued.
- ☐ meetings organized well, and had specific output/product
- ☐ felt my input was used, valued.
- ☐ helpful to include past participants from the first pilot training workshop
- ☐ could have shared tasks among committee members - not all EWA

e. <u>The Participants</u>

- ☐ aimed for 20 but 15 worked well given the issue, number of cultures represented. - also time factor
- ☐ selection of participants - we were looking for women in communities with little or not support. Began to open up although still not reaching some. (i.e. African communities)
- ☐ Publicity - could have notified past participants in other DMI workshops to contact others; Advanced mailout would have been helpful. We missed women over the summer.
- ☐ Out of town contacts were difficult to inform as we don't know those groups as well as Toronto organizations. However, we did get some excellent out-or town people.
- ☐ is there a way to screen participants re: different levels of knowledge about the issue?
- ☐ they really were a wonderful group of people

D. Conclusion

In the initial flyer announcing the Skillshop for immigrant community educators working on the issue of woman abuse, we stated that our goal was to increase the number of public educators in the immigrant women's community on the issue of woman abuse (wife asssault) by building skills and confidence in:

- ☐ developing learning activities and using available resources;
- ☐ designing new community education programs on the issue of woman abuse (wife assault);
- ☐ facilitating group activities.

The evaluation makes it clear that we did go some way towards meeting this goal. We atracted immigrant women to the program from a broad cross section of ethnic/racial communities. The workshop did increase their capacity to design and facilitate community education programs on the issue of woman abuse by building both new skills and some confidence in using them. Each person took home a 'product' - her own plan for a three hour workshop, which applied the theoretical principles learned during the Course. The opportunity to give and receive feedback on both those designs and the pieces facilitated improved the individual workshop plans and increased self-confidence in facilitating groups.

However, because of the amount of material presented, there was insufficient time given to reflect on what was being learned and how it could be adapted to specific communities - nor was there adequate time to explore new resources. A longer term follow-up is needed to determine to what extent this hampered the ability of participants to adapt what was learned to their own communities.

Follow-up to the Skillshop will be organizationally based with Education Wife Assault. Some members of the planning committee and several participants have already indicated interest in being involved in the development of new learning materials for which funding has already been secured. Some initial recommendations coming out of the workshop 'follow up needs discussion' will help ensure that the product will be useful to the immigrant women's communties the materials are designed to serve. EWA will also be organizing follow-up training programs, in which workshop participants may be asked to work as planners and facilitators.

In the Doris Marshall Institute, we are increasingly aware that training in facilitation and design for educators working for social change is a process which takes much longer than a five day workshop. At the same time, it is evident from the evaluations that this Skillshop did play a useful role in the further development of the educational skills of participants. While this Manual will assist in the difusion of the experience, there is also a need for both further training sessions and a more structured 'Handbook' to ensure that the training process continues for course participants and is shared with the broader community.

We wish to thank the Ontario Ministry of Skills Development, the Ontario Ministry of Citizenship and the Ontario Women's Directorate for their support to this pilot training workshop. We also wish to thank the participants for sharing their knowledge, experience and insights, making this Manual possible. We hope it will be useful to others.

EDUCATION WIFE ASSAULT

427 Bloor Street West, Toronto, Ontario M5S 1X7 (416) 968-3422

NEW! NEW! NEW!!

A Skillshop for Immigrant Community Educators

WORKSHOP MANUAL

"We've only just begun"

"I fear that cultural differences among us will serve as a barrier . . ." So began a residential skillshop for female immigrant community educators working on the issue of woman abuse/wife assault held at the Bolton Conference Centre from October 1-6, 1989. Co-sponsored by Education Wife Assault and the Doris Marshall Institute, 15 participants and 4 facilitators from 16 countries spent 5 days and most of the nights sharing, challenging, learning, questioning, laughing, and sometimes crying. In addition to increasing our skills, we began to face and learn from our class, racial and cultural differences and at the same time celebrated all that we have in common as immigrant women surviving, struggling against, and transforming a violent, male-dominated, and racist society.

". . . I was able to let go of so many myths that I had about different cultures . . ."

The overall goal of the skillshop was to increase the number of public educators in the immigrant women's community, on the issue of woman abuse, by building skills and confidence in:

- developing learning activities and using available resources;
- designing community education programs on the issue of woman abuse in one's own language and out of one's own cultural context;
- facilitating group activities.

The positive evaluation of all the participants makes it clear that we did go some way towards meeting this goal. The skillshop did increase our capacity to design and facilitate community education programs on the issue of woman abuse by building both new skills and some confidence in using them. Each woman took home a 'product' — her own plan for a three hour workshop, which applied the theoretical principles learned during the course. And each of us increased our ability to give and receive feedback as we critiqued the individual workshop designs and presentations. However, it became clear that the amount we wanted and needed to know could never be learned in 5 days. It was recommended that Education Wife Assault with the immigrant women's community continue the process by planning a series of continuing education programs/workshops. Numerous topics have already been suggested and plans are beginning for a Spring 1990 series.

". . . I felt loved, honoured, supported, common-caring, joyful. Exhausted, yet energized. I left eager to apply all that I learned from our experience".

For more info, contact: Marsha Sfeir, EWA, (416) 968-3422.

Based on a course in Facilitation and Design for immigrant community educators working on the issues of woman abuse

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